DOCUMENT RESUME

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TITLE	Instructional Management in the Bilingual Classroom - (Santa Cruz Bilingual Education Design - A Teacher Training System). Description of Teacher Inservice Education Materials.
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IDENTIFIERS	Teaching Strategies

ABSTRACT

The described teacher inservice training materials are designed for the use of elementary teachers who wish to develop teaching strategies and organizational skills in bilingual classrooms. The contents of the learning modules in this instruction program are outlined, and the activities and resources involved in their use are described. Ordering information for the materials is provided. A critique of the overall program is included. (JD)

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ED174581

DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

SUMMARY INFORMATION

Title: INSTRUCTIONAL MANAGEMENT IN THE BILINGUAL CLASSROOM - (Santa Cruz Bilingual Education Design - A Teacher Training System)

Publication Date(s): 1978 (Copyright claimed until 1985)

Intended Users: Pre- and inservice teachers in bilingual classrooms; could also be used with special education teachers, paraprofessionals, administrators

Grade Level(s): Primarily elementary (adaptable to junior high and high school)

Number: Group

Primary Focus: The intent of this product is to train teachers to develop teaching strategies for use in bilingual settings and to help them organize, staff and schedule bilingual programs using sound principles of bilingual instruction.

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School subject(s) and/or inservice topic(s) covered:

These are inservice and preservice training materials to help teachers with instructional management in the bilingual classroom. Teaching principles, staffing and scheduling, organization of the classroom, learning styles and teaching strategies are among the topics covered. The product is presented both in English and in Spanish.

What participant does in using the materials:

Participants read materials, view videotape and filmstrips, and engage in discussions and activities based on presentations. Trainer Manuals offer many suggestions for these activities and ways to exchange ideas and experiences.

Resources: The product has 5 modules containing Trainer Manuals, a video tape, filmstrips, handouts, transparencies, etc.

Also needed are trainer (possibly one of the participants), meeting space, sound/filmstrip projector and screen, overhead projector, 3/4" videotape player, and approximately 10-14 hours of total time.

Describer critique: This is a comprehensive and detailed blueprint for training teachers in the instructional management of a bilingual program. It spells out all the necessary steps in establishing such a program and offers a variety of support materials. In the hands of creative and imaginative individuals much can be accomplished in the area of bilingual education. There is a great need for such materials and a substantial segment of the school population could benefit from this kind of instruction.

SP 014448

BI3 (II) Teaching Strategies (II) Learning Styles (II) Team Teaching (II) Learning Centers (CM) Teacher Aides (II) Classroom Physical Environment TD

1.0 PURPOSES:

Rationale

The main purpose for developing these training materials was to meet a clearly identified need for well-trained bilingual education teachers and to provide a comprehensive training system with which these teachers could acquire the necessary skills.

Goals

This product is intended to help teachers in a bilingual setting to develop the skills and expertise necessary to manage their classroom effectively and efficiently, with due regard for the differences and similarities of their students.

Objectives

The objectives for each of the five modules are clearly stated and include the following (this is not a complete list):

1) To identify differences between maintenance and transitional models;
2) To list advantages and disadvantages of team teaching staffing plan and teacher/paraprofessional staffing plan;
3) To recognize several types of centers which could be planned for teaching language skills;
4) To identify characteristics of field independent and field sensitive learning styles;
5) To define and describe advantages of bicognitive ability;
6) To list main instructional groups to teach bilingual curriculum; and
7) To shade four-step procedure for mixed group instruction.

2.0 CONTENT — Scope and Sequencing of Topics:

SCOPE
This package is composed of five modules:

Module I: Teaching Principles of Bilingual Instruction (Maximum Time 1½ hrs.)

1 Trainer's Manual
1 Sound Filmstrip - (same title as above)
1 Handout #1 - (same title as above)
1 Handout #2 - (Description of Bilingual Programs)
24 Criterion-Referenced Tests
24 Program structure sheets

Module II: Bilingual Instructional Program (Maximum Time - 2 hours)

1 Trainer's Manual
1 Sound Filmstrip - Mixed Group Instruction
1 Transparency #1 - Instructional Groups
1 Transparency #2 - Mixed Group Instruction
1 Transparency #3 - Steps in Mixed Group Instruction
1 Handout #1 - Bilingual Curriculum
1 Handout #2 - Rationale for Mixed Group Instruction
1 Handout #3 - Procedure for Mixed Group Instruction
24 Criterion - Referenced Tests
24 Program Structures

Module III: Staffing and Schedule for the Bilingual Classroom (Maximum Time - 2 hours)
1 Trainer's Manual
1 Transparency #1 - Team Teaching Staffing Plan
1 Transparency #2 - Teacher/Paraprofessional Staffing Plan
1 Transparency #3 - Native Language Instruction Groups
1 Transparency #4 - Second Language Instruction Groups
1 Handout #1 - Sample Team Teaching Schedule
1 Handout #2 - Team Teaching Scheduling Activity
1 Handout #3 - Sample Teacher/Paraprofessional Schedule
1 Handout #4 - Teacher/Paraprofessional Scheduling Activity
24 Criterion Referenced Tests
24 Program Structure

Module IV: Organization of the Bilingual Classroom (Maximum Time - 2 hours)
1 Trainer's Manual
1 Handout #1 - Organization for Language Skill Development Spanish or English
1 Handout #2 - Organization for Content Areas
1 Handout #3 - Room Arrangement Checklist
4 Classroom Organization Activity Kits - with instructions
24 Criterion- Referenced Tests
24 Program Structures

Module V: Learning Styles and Teaching Strategies (Maximum Time - 2 hours)
1 Trainer's Manual
1 Transparency #1 - Development of Learning Styles
1 Transparency #2 - Range of Learning Styles
1 Sound Filmstrip -"Observing Learning Styles"
4 Sets of 3 photographs with discussion questions
1 Handout - Characteristics of the Field Independent and Field Sensitive Learning Styles
24 Criterion-Referenced Tests 24. Program Structure Sheets

SEQUENCE - The developer specifically states the sequence to be followed for each module.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main inservice activities:

Participants (suggested size of group: 24) are gathered in a classroom - like setting and form four groups of six people. A suggested room arrangement is illustrated in each Trainer's Manual.

A trainer introduces each module after briefly reviewing the material already covered. Very specific instructions are outlined in each Trainer's Manual. Depending on the module, participants view filmstrips, videotapes, or transparencies, and/or read handouts. All these materials are used as bases for discussions and exercises experiences are shared. At the end of each of the five modules, a criterion-referenced test is administered.

3.2 Help given in use of product:

The five Trainer's Manuals (one for each module) very specifically outline the activities, the procedures and the sequence to be followed during each of the sessions. The terminal objectives for each module are stated at the beginning of the Trainer's Manual. The resources provided in the package as well as the resources which need to be provided by the trainer are clearly itemized. All the steps are spelled out and all materials (print and audio) are provided in both English and Spanish.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

At the end of each module, participants are given a criterion-referenced test intended to measure their mastery of the terminal objectives of that module. The level of satisfactory performance for the test has been left blank so that each district may determine its own criteria for successful performance.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended for implementing product:

In addition to the program componerts of the package, the following resources are required to implement the product:

1. A Trainer;
2. A Room (with tables, chairs and blackboard) large enough to accomodate up to 24 people;
3. Synchronized sound filmstrip projector;
4. Overhead transparency projector;
5. 3/4" Videotape player;
6. Projection Screen;
7. Cassette player; and
8. Time to complete 5 two-to 2½ hour sessions.

5.2 Distributor name/address:

Arizona Bilingual Material Development Center
College of Education, Box 601
University of Arizona
Tucson, Arizona 85721

Dr. Angel Carranza
Tel: (602) 626-1618

5.3 Components/approximate costs:

Component		Purchase	Rental	No. Req.	Reusable
	INSTRUCTIONAL MANAGEMENT IN THE BILINGUAL CLASSROOM				
	5 Modules which include:				
	5 Trainer's Manuals				Y
	13 Handouts	$1.50 each add.			Y
	4 Sets of 3 photographs				Y
	1 Videotape				Y
	2 Filmstrips				Y
	2 Audiotape				Y
	9 Transparencies				Y
$.12 each add. set	5 Criterion - Referenced Tests	(sets of 25)		//part.	No
	5 Program Structures	(sets of 25)		//part.	Y
	4 Classroom Organization Activity Kits				Y

$360.00 Complete

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

The developers are Elizabeth M.Antley, Ed. D, Project Director, &
Dr. Angel J. Carranza, Assistant Director,
Arizona Bilingual Materials Development Center,
College of Education, University of Arizona in Tucson.

Dr. Carranza stated that Dr. Antley was formerly on the faculty of the University and is currently the Director of the Arizona Bilingual Materials Development Center at the University of Arizona. She is aided by a staff of writers and experts who participatedin the development of the materials.

6.2 How developed and when:

Development of the ten components of this Teacher Training System (each consisting of several modules) was begun in 1974 and funded through a Title VII HEW grant. The materials were developed after a needs assessment was made, showing that appropriate bilingual materials were not available. There were 2 phases in the evaluation of the product: 1) A group of teachers from various parts of Arizona examined the material and made recommendations for changes; and (2) materials were sent to 15 sites throughout the country for pilot-testing and user evaluation. The recommendations which were made were incorporated in the final product.

6.3 Evidence of effectiveness with users:

Data from the field-test conducted are not available at this time.

DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

The variety of support materials that this product offers makes it quite easy to achieve the objectives stated for each module and for the total package. The training time, while specified for each module, is flexible and allows for sessions to be presented on 5 different days or in larger time-blocks during workshops. Each module can be presented in either Spanish or English. The material is directed to pre-and inservice teachers, but could also be used with paraprofessionals, Special Ed. personnel and administrators. The components of the product are of very good technical quality, and are colorfully packaged.

Content accuracy/social fairness/community acceptance issues:

The care with which the material was field-tested and developed would lead one to assume there is content accuracy in this product. Much attention seems to have been paid to avoid cultural, sex or racial bias, and there is no reason to believe that there would be any problems with community acceptance of the content of these materials. The videotape and filmstrips were filmed in Arizona schools and reflect the multi-cultural characteristics of the students and the teachers.

Overall summary/comment:

These teacher training materials offer a very comprehensive, detailed blueprint for setting up a bilingual education program which can be adapted to several possible modules: (1) full maintenance, (2) partial maintenance (3) transitional, & (4) English as a second language.

The materials reflect the respect and attention which should be given to the differences within the student body, both in background and learning styles, and shows creative ways in which strengths can be used to overcome weaknesses. Many of the techniques could also be used in other instructional settings.

In the hands of imaginative and creative people this material could be very helpful in meeting the clearly identified needs of a large segment of the school population which would greatly benefit from such instruction.

LB - 4/79